Yorkmead School Year 6 Reading Targets
Read for Success - Read for Life

	Emerging	Expected	Exceeding
Reading and Attitude	I can use knowledge of word, roots, derivations and spelling patterns to read unfamiliar words. I can describe and review my own reading habits. I can read aloud with confidence, for a range of purpose and taking account of the audience. I understand how complex sentences are structured and punctuated. I read differently when reading for different purposes, e.g. scanning, skimming, reflective reading.	I can explain and discuss what I read, including through formal presentation and debate, maintaining a focus on the topic. I can summarise the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas. I can recommend books to my peers, giving reasons for my choices. I can prepare poems and plays to read and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to the audience. Demonstrate personal preferences for writers, poets, genres and themes.	I can read fluently taking account of more sophisticated punctuation. I understand the use of connectives to signal a change in tone, voice or opinion. I can skim read to decide on the usefulness or quality of a text. I can evaluate and extract information from a wider range of sources, e.g. the internet. I can express a personal response to literature, explaining how and why the text affects me.
Understanding	I can discuss the meaning of words in context. I can draw inferences such as inferring character's feelings, thoughts and motives from their actions. I will continue to make predictions based on what is stated and implied. I can discuss plot and understand complications and how these are resolved. I can critically explore issues raised within a text, including actions and solutions.	I can select and present quotations and references using the headings: *Point, Evidence and Explanation.* I can 'read between the lines' for hidden meanings in texts. I can discuss these and back up my quotations and/or use evidence. I can say what a character does, or doesn't do or say, tells us about them. I am able to answer questions about, and comment on the whole text. I can retrieve, record and present information from non-fiction sources.	I can use note taking effectively to summarise the main points of a text. I can retrieve and collate information from a range of sources. I can make judgements on fact and opinion. I am beginning to make judgements on adequacy and validity by exploring a range of sources. I can infer cause and effect relationships in texts, considering how and why things happen / why authors include certain information.

Features	I understand that language, structure and presentation contribute to meaning. I can describe features of the range of fiction writing. I can prepare for factual research by evaluating what I know and use my knowledge of non-fiction texts to locate suitable sources of information.	I can comment on why a writer has structured text in a particular way. I can identify and explain features about how, and why, the text is organised. I can identify and describe the key characteristics of a writer or poet's style.	I can identify the features of a wide range of text types and understand the effect these have on a text. I can describe and evaluate an author's use of techniques, with reference to the text. I can make use of a range of features that enable the reader to locate information.
Language	I can say why a word or phrase is more powerful than another. I am beginning to understand the different range of language used in poetry and prose, e.g. dialect, colloquialism etc. I can discuss the effect that the choice of language has on a text, e.g. mood, tension.	I can work out and explain what a writer is trying to achieve by choosing certain words and types of sentences. I can comment critically on the overall impact of poetry or prose with reference to the use of language or themes.	I can identify and evaluate the language features of a range of text types. I can evaluate an author's use of language techniques with reference to text, giving a range of examples, e.g. figurative language.
Viewpoint and Purpose	I can say how the writing has an effect on the reader. I can evaluate a text referring to passages to support my opinion. I can discuss how different sources treat the same subject.	I can explain a writer's purpose and the effects on a reader. I can comment on a writer's intentions/ point of view (e.g. The writer is against war and wants the reader to agree).	I can distinguish between explicit and implicit points of view. I can explain implied meaning with reference to the text. I can appraise a text quickly and effectively, and evaluate its value.
Compare	I know a range of text types including modern fiction, literature from our literary heritage, literature from other cultures and traditions etc. and understand features of these. I can identify features common to different texts (e.g. characters, setting, presentational features). I can make links / references to social, cultural and historical themes in texts.	I can identify similarities and differences between texts, or different versions of texts. I can explain how the context influences meaning, such as where/ when written. I can make links / references to social, cultural and historical themes in texts. I can identify and understand how stories vary e.g. in theme, pace, build up, resolution etc.	I can participate in discussions about books, building on my own and others' ideas and challenging views appropriately. I can consider different accounts of the same event in both fiction and non-fiction, taking account of view point and bias.

Developed by Andie Crane (July 2014)